PEACE CORPS

volunteer

FEBRUARY 1966

New Directions in Training — Page 9

Jack Hood Vaughn met recently with Volunteers in Colombia. From left: Volunteers Tom La Belle, Dave Hayden, and Edmond Diller; Vaughn; Volunteer Tomi-Tara Diller.

'Thrilled to be back'

"I'm totally thrilled to be back in the Peace Corps."

That was the message Jack H. Vaughn, incoming Director of the Peace Corps, gave to assembled staff officials of the agency in Washington.

He delivered the same sentiment, in person, to every one of the 700 employes in the headquarters building.

Vaughn's first self-assigned task was to start at the top of the 12-story building and to shake hands with every employe. This required several days.

Vaughn spoke of the Peace Corps as "an agency in motion" and added, "I want to help build on this image and bask in your collected glory. I'm pleased to be with you."

He immediately plunged into the winter recruiting cycle by urging all staff members to give priority to recruitment efforts.

"We've got to do better on recruitment," he said, "in administration, orchestration and approach." Vaughn said there would be no change in the present approach, but he asked the staff to make an "honest commitment" to obtain "Grade A applicants."

In addition to recruitment, Vaughn also concerned himself with the forthcoming annual congressional presentation and plans for the Peace Corps fifth anniversary.

Testifying before the Senate Foreign Relations Committee, Vaughn said that "the Peace Corps has to live up to its name."

"We must agree on what the impediments of peace are today," he said. "Lack of understanding and lack of communication between people and government—this impediment can be removed by Volunteers. They do bring understanding and communication in areas where many have never seen an American before."

Vaughn later amplified what promises to be a major theme in coming months: the meaning of "peace" in the Peace Corps.

Vaughn told the staff that "the desperate desire for achieving peace has grown in the past year, but we have been unable to find the dimensions of peace."

"The whole thrust of the world is toward peace," he said. But he added: "Most people in the world don't think the Peace Corps has much to do with achieving peace. We have to expand the circle of believers."

"The Peace Corps is a rare item," he said. "It's better than most people thought it was and better than most people think it is today."

Vaughn's "re-entry" into the Peace Corps, which he left two years ago to become U.S. Ambassador to Panama, was generally greeted enthusiastically in the press and on Capitol Hill.

Marking the transition of leadership in the fifth floor offices of the Director, Vaughn displayed an autographed picture of his predecessor and former boss, Sargent Shriver. The inscription read: "To my valued friend, Jack Vaughn, with deep thanks for his crucial contributions to the Peace Corps, and high hopes for his complete success as an ambassador."

In his farewell message to the staff, Shriver updated those inscribed sentiments.

"I am delighted with the choice (of Vaughn)," he said. "I hate very much to leave the Peace Corps. My experience here with you has been the most satisfying of my life, but it was always clear that this day would arrive sooner or later for me. Now that it is upon me, I am consoled first by the fact that I was given the chance to serve my country and my fellow man for five full years in the Peace Corps, and that I leave in accordance with our new personnel policy.

"Second, I'm extremely pleased that my successor is a man who knows the Peace Corps from top to bottom and whose devotion to its principles and purposes is unquestioned. It is a great comfort to me personally to know that I leave the Peace Corps in such capable and compassionate hands."

Vaughn testified to his predecessor's leadership when he said that the greatest lesson he learned in the early days of the Peace Corps was that "a lot of what we worry about is myth" and

"A couple of years ago I wrote an article for *The New York Times* explaining why I believed that the directorship of the Peace Corps is the best job in Washington. My reasons then are equally good now. I still believe it's the best job in Washington. But this never would have been true without the extraordinary sensitivity and devotion to the Peace Corps which has characterized our staff at home and abroad and our Volunteers throughout Peace Corps history. You, therefore, are the ones who have made my job in Washington so satisfying and successful. This heartfelt message brings each and all of you my deepest thanks for giving me the best years of my life.

—Former Director Sargent Shriver in a farewell message to the Peace Corps

that he learned that lesson directly from Shriver.

"Shriver insisted that we could send Volunteers to teach in Latin American universities with good effect for the universities and for the Volunteers," he said. "Everybody said, 'Don't do it. They can't adjust. They don't have the right skills. They don't speak Spanish well enough.'

"Much the same was said about sending Volunteers to urban slums, and it was said even more forcefully about sending female Volunteers to urban slums.

"When somebody said it couldn't be done or shouldn't be done, Shriver would automatically say, 'Why not?' or 'Let's try it.' "

In his testimony before the Senate committee, Vaughn called the Peace Corps "the biggest bargain the U.S. Government has."

Ratification of Vaughn's nomination was delayed for a time by Senator Wayne Morse (D-Oregon), who criticized the incoming director's role as Assistant Secretary of State for Inter-American Affairs.

THE 'MUSTACHE IMAGE'

Senator Frank Lausche (D-Ohio) queried Jack H. Vaughn about reports that Peace Corps Volunteers did not dress properly.

"I've made my own complaints," said Vaughn. "I've seen some Volunteers who have not dressed neatly."

"That doesn't go to the heart of the problem of the charge of oddness," the Senator said. "Don't you have many of what you call the 'mustache people' around?"

The Senate hearing room burst into laughter and so did Lausche, when he realized what he had said.

"That's the meanest thing you have ever said to me, Senator," said Vaughn, as his fingers tugged on his red mustache.

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Anniversary Plans All Go-Go

March will be birthday month for the Peace Corps, age five.

The anniversary of the agency will be observed in a month-long series of speeches, parties and programs throughout the United States.

The celebration is slated to begin with a combination anniversary and farewell party for former Director Sargent Shriver on February 27.

Some 1,500 persons including members of the Peace Corps staff and their families and returned Volunteers are expected for this event at the Sheraton Park Hotel in Washington.

The affair has been labeled the "Shriver-a-Go-Go."

Director Jack H. Vaughn is scheduled to make a major address at the University of Michigan on the following day, February 28.

In addition to his speech, he will participate in a ceremony at the site where the late President John F. Kennedy first presented the idea of the Peace Corps to a student audience during the 1960 presidential campaign.

Some 19 cities will have planned dinner programs in March to mark the anniversary. These events will be sponsored by Peace Corps Service Councils and organizations. Returned Volunteers will play a key role in many of these observances.

Special recruiting posters, buttons and publicity efforts will be keyed to the five-year theme.

The official birthdate of the Peace Corps is March 1, 1961, when President Kennedy signed the Executive Order to create it.

The Peace Corps anniversary issue of THE VOLUNTEER will be devoted less to the past five years than to the next ten. A large section of the issue will be built around the theme: "The Peace Corps in 1976."

What will the Peace Corps be like in the coming decade? Will its development role expand, take new forms or change completely? Will there even be a Peace Corps?

Government officials, legislators, journalists, former Volunteers and host country nationals tackle various aspects of these questions in the issue. For their comments on the future of the Peace Corps, see the March issue.

Johnson Seeks Exchange Corps

President Lyndon B. Johnson has asked Congress to establish an Exchange Peace Corps and an expanded version of the present School-to-School program.

The President proposed an initial goal of 5000 volunteers from other nations to come to the U.S. as "Volunteers to America."

"Our nation has no better ambassadors than the young Volunteers who serve in 46 countries in the Peace Corps," Mr. Johnson said in a message to Congress. "I propose that we welcome similar ambassadors to our shores. We need their special skills and understanding, just as they need ours."

"These 'Volunteers to America' will teach their own language and culture in our schools and colleges," the President said. "They will serve in community programs alongside VISTA volunteers. As our Peace Corps Volunteers learn while they serve, those coming to the U. S. will be helped to gain training to prepare them for further service when they return home."

There are now five Indians serving in the U.S. as a "reserve Peace Corps" vanguard of the new program.

Mr. Johnson asked for an appropriation of $2.1 million to finance the Exchange Peace Corps and an enlarged School-to-School effort under what will be called the School-to-School Partnership Program.

The President recommended that the program include 1,000 partnerships between U. S. and foreign schools. There are now 82 such links (see THE VOLUNTEER, December, 1965).

"Through such partnerships," said the President, "already pioneered on a small scale, a U.S. school may assist the brick-and-mortar construction of a sister school in less developed nations. The exchange can grow to include books and equipment, teacher and student visits."

Senator Birch Bayh visits the Peace Corps in San Cosme, a **barriada** in Lima. From right: Senator Fred Harris (D-Okla.), Associate Director Jim Lowrey, and Bayh. The man looking up is Volunteer John Bradley; to his right is Volunteer Bill Ainley.

A Senator visits Volunteers

By SENATOR BIRCH BAYH

Never have I been so proud of the youth of America, or so convinced that the United States Government has made a wise investment, as I was after seeing the Peace Corps in action in Latin America. I spent three weeks recently touring Brazil, Peru, Argentina and Chile, and wherever I saw the Peace Corps, I saw hard-working young Americans winning friends and respect for the United States.

Education is the key to solving the economic and social ills of Latin America—much as they have been and are being solved in the United States. Part of that education, which is so necessary to our neighbors to the south, is being provided now by Peace Corps Volunteers.

Typical of these Volunteers is Allis Brannon of Boulder, Colo., who is working in Chacón, Peru. Allis and two other Volunteers are busy showing the people of Chacón how to use better methods in earning their daily bread. As part of the plan, Volunteer Philip Clendenen of New Carlisle, Ind., is organizing 4-H clubs. The others have set up a chicken project, a heifer project and demonstration projects. So effective is the Peace Corps coaching that one Chacón girl won first prize in the National Demonstration Contest in Peru last year. Under the Volunteers' guidance, too, Chacón has just won a prize for having the best community action program of any Peruvian town or village.

Allis lives in the upper level of a two-room adobe building. The only staircase is a crude ladder. Her room's decor is typical Early Peace Corps—a kerosene light and stove, a small bed in a corner, and a little desk. Her diet often consists of corn and a combination of dehydrated potatoes made by freezing and thawing them several times until the potatoes are the size of a man's thumb and hard as nails. The average person might complain. Allis does not.

Perhaps that is the key to the success of the Peace Corps; no member is an "average person." I am convinced, after meeting so many of the Volunteers in Latin America, that their work is far from average—it is rugged, rustic, and rewarding.

An aim of the Peace Corps is to make friends for the United States. There is no doubt in my mind that this aim is being realized. The people of Chacón, for example, are so attached to Allis Brannon that when she returned from a brief vacation, they ran up to her and kissed her as they would a member of the family. There is little question in my mind that this development of strong, personal ties will grow eventually into an

international bond of mutual friendship, respect, and understanding.

In another area we visited a school taught by three girls in the Peace Corps. They face overcrowded classrooms—80 youngsters to a teacher. Most school facilities are old and primitive. But the girls never give up. Somehow, they teach well and still find time to add special touches. On the wall of one of the little school rooms I visited were Halloween decorations—an Americanism the Peruvian children enjoyed.

I have one word of criticism: Peace Corps Volunteers abroad appeared to be out of touch with what is going on in the United States. They appeared on some occasions unable to counter arguments of their foreign contemporaries directed against United States policy.

In preparing us for a meeting with Peruvian students, Volunteers advised us to expect questions on the Selden Resolution, the Dominican Republic and Vietnam. They knew what to expect because they are hit with questions on these topics every time they meet knowledgeable people.

It was evident, however, that the Volunteers did not have enough current information from which to form adequate answers of their own. This communications gap is unfair to the Peace Corps Volunteers and unfair to the United States.

In the future, I would suggest that we attempt to provide more current news and information for Volunteers —through the Washington office of the Peace Corps or through any other means which the office may suggest. Government officials, I feel certain, would join me in offering help if and when needed.

The Peace Corps is doing a remarkable job in Latin America, just as it is in every area it enters. I have the highest respect and admiration for these young people who give their strength to help struggling communities and starving individuals. From firsthand observation, I can say wholeheartedly that Peace Corps Volunteers deserve all the praise we can give them. In Latin America, as anywhere, education is the passport to the future; and the Peace Corps is in the front lines of those trying to provide that passport.

Birch Bayh, junior senator from Indiana, has served in the United States Senate since January, 1963.

Making TB taboo in Malawi

In Malawi, witch doctors and headmen are often a Volunteer's best friends.

In a land where bewitchment and adultery are thought to be major causes of tuberculosis, authorities in the realm of taboos have frequently used their influence to help public health Volunteers implement at least two aspects of "western medicine"—a tuberculin test and simple treatment with drugs.

"A friendly witch doctor can be one of the greatest resources a health worker can have," says Dr. William Peck, who coordinates the efforts of the 41 Volunteers working in the tuberculosis control project.

Other formal and informal groups that have helped Volunteers start health programs are midwives, party politicians, family guardians and a special *mbumba* group—an extended family of sisters or a mother and her married daughters, Peck reports.

But you have to pick your headman, or village leader, carefully, as one Volunteer learned the hard way. When he was without an African health assistant for several months, the Volunteer decided to check a new village by himself. He introduced himself to the headman, who in turn introduced him around the village, and together they held some meetings to explain the tuberculosis testing program.

A few weeks later, the Volunteer telephoned the central office. "This is a terrible village," he said. "No one will cooperate; they refuse to give me their names, even to talk to me, and only a handful of them will let me tuberculin-test them. My God, I've done everything that worked anywhere else. I've played with the chil-

Mpheto, a witch doctor of Nkata Bay, helps Volunteers Ruth and Tom Nighswander (Kent, Ohio) dispel tuberculosis in their village; the couple's primary assignment in Malawi is the detection and treatment of TB.

dren for an entire afternoon, flattered the women, choked down *kachasu*—and they end up calling me a witch. It is simply incredible and I want to cancel the whole village out!"

Just then his health assistant returned and sized up the problem immediately. There were two competitive headmen in the village, each one grappling for political advantage. The Volunteer met the less popular of the two. Once he showed proper respect to the other headman, the problem was solved. "We were just joking when we called you a witch," the villagers told the Volunteer as they presented their arms for tuberculin testing.

Dancing Cures

Two other Volunteers saw a witch doctor, their special friend, treat heart disease by executing a furious dance which culminated with the witch doctor standing on his head on top of a house and rolling off on the ground in a barking, jerking fit so that his wives had to hold him down until both he and the patient recovered. In at least one area, Dr. Peck reports, tuberculosis is treated somewhat similarly except that the patient himself must dance until he collapses in exhaustion.

Although witch doctors and headmen are the champion molders of local attitudes, several Volunteers can also claim competence as influential persons.

Some Volunteers distributed a week's supply of drugs to groups of patients, often mothers with their tuberculous children. When a Volunteer picked up a returned pill box and heard unused pills rattle, she rattled it again so that all could hear, and she shook her head sadly. The mothers took up her despair and magnified it, interpreting the failure of one mother to administer the correct number of pills to her child as a sin, a blight on the community, a kind of treason. They nearly ostracized her.

Several mothers of another village demonstrated how much they appreciated the presence of a Volunteer. The Volunteer, a Democrat and a graduate of Tufts University, has in his village three babies named: America Musyimwa, Kennedy Mihava, and Tufts Namvenya, each supported on its mother's back by a towel with blazing letters which proclaim the Volunteer's political and academic affiliation.

Dr. William Peck, Peace Corps COR and in charge of the health project checks X-rays sent by Volunteers from the 17 programmed areas in Malawi.

PCVs stalk a dread disease

An estimated 50,000 of the 4 million people who live in Malawi have tuberculosis. Most of them have never been diagnosed or treated.

A total of 1,126 cases were discovered by 41 Peace Corps Volunteers during the past year. The Volunteers, members of a pilot public health project, tested 33,000 Malawians and diagnosed 371 active cases and 755 prophylactic cases of tuberculosis.

The overall rate of tuberculosis incidence in Malawi—estimated to be 996 active cases per 100,000 examinees—is significantly higher than the 250 to 300 actives per 100,000 estimated by the World Health Organization to be the rate of East and Central Africa.

By TIM BARNEKOV
Zomba, Malawi

Chief Mlumbe's village is halfway up the side of Zomba plateau. His house, a semi-westernized structure of brick and thatch, is the highest in the village and from his *khonde* or porch he can watch his people carry out their daily activities—hoeing their gardens, pounding maize, and drinking *mowa*, the traditional beer.

On Sunday mornings people from villages under his authority climb up the dusty potholed road leading to his house to attend his court where he hears land and marriage disputes and accusations of witchcraft. The chief is a friendly- middle-aged man with some knowledge of English and a strong desire that his government bring the benefits of modern life to his people.

He appears to have considerable local influence so my wife and I decided that his village would be an ideal place to start a program of tuberculosis control.

We arrived in Zomba, the capital city of Malawi, in November, 1964, as part of a group of 41 Volunteers sent to initiate an experimental program of tuberculosis control. We were divided into teams of two to four and dispatched to each of the country's 17 District Headquarters.

After acquainting himself with the local conditions, each Volunteer was to select an area with about 1,000 residents, preferably a compact social unit close enough to the district hospital so that its laboratory and X-ray facilities could be used but far enough from town to represent Malawi village life.

In this selection of work areas, some Volunteers had to pay close attention to the wishes of the various political factions in their district headquarters, but in our case we were able to avoid politics altogether. We chose Chief Mlumbe's village because we thought that with his backing we could process our 2,000 people in no time and get on to bigger things.

Initial reception into the villages varied considerably from team to team. One Volunteer stationed in the northern part of the country said:

"Some people feared we were government agents attempting to collect taxes. One man opted that we were construction men going to raze his present crumbling hut and build another. I even heard one stray rumor from the health assistant assigned to the project that some of the older women, the 'Go-Gos,' actually feared that we were going to kill them."

In other parts of the country, Volunteers received such enthusiastic receptions that they couldn't handle all the people that arrived the first day.

In our case, my wife and I asked the chief to call everyone of his village to his house on a certain day. We were positive that there would be hundreds waiting for us but when we arrived we found a handful of people and ended up seeing about 50 that day. Our visions of finishing up 2,000 people in a few weeks soon ended; it was six months before we finished that first 2,000.

Except for a couple of X-ray and laboratory technicians, the Volunteers in the project do not have medical backgrounds. Indeed, one of the purposes of the project is to prove that people with limited medical training can diagnose and treat tuberculosis effectively in an African setting.

Our procedure, therefore, is fairly simple. We first administer a tuberculin test to everyone over three months of age—an injection just under the skin of the forearm. After two days, we examine the site of injection for swelling.

If we find a swelling over nine millimeters in diameter, we call the test positive, that is, we make the statistically safe assumption that the particular person has at one time in his life been infected with tuberculosis. A positive reaction in a child

Joe Nixon (Huttig, Ark.) and Esther White (Richmond, Va.) record skin test results. This is the first step in identifying potential victims of TB.

Volunteers Terry Liercke (Pasadena, Calif.), left, and Bill Thompson (Portland, Me.) operate X-ray machine at Nkota Kota Government Hospital.

Volunteer Mary Jean Grubber administers the tuberculin skin test to a villager in Nsanje. With this test, 371 active and 755 prophylactic cases of tuberculosis have been discovered. Volunteers also supervise at-home treatment and record all data.

under five years indicates fairly recent infection and sufficient danger to warrant automatic treatment. For people over five years old we look for symptoms of which the following are important: cough, chest pain, night sweats, fever, persistent raising of sputum, loss of weight and listlessness.

The problem is that a high percentage of adults, perhaps 70 per cent, have positive tests and because of the low general standard of health—due to malaria, worm infections and other diseases—exhibit some of the above symptoms. Our method is to combine the results of the tuberculin test and symptom check with a check on known tuberculosis contact and an examination of the pattern of tuberculin reactions in the particular family groups.

If we find a high percentage of positive reactions among the younger members of a family, we become more suspicious of the adults who have reacted positively.

When we decide that circumstances justify, we get a specimen of sputum for examination, and we bring the person to the hospital for a chest X-ray which is interpreted by our COR, contractor's overseas representative, from the University of North Carolina, Dr. Peck. Although this procedure is not foolproof, it is believed that we have been able to isolate about 85 per cent of the active cases in our village areas.

Our responsibility does not stop at case discovery. The normal procedure is to treat active cases in special hospital wards. Initial studies indicate, however, that there may be as many as 50,000 active tuberculosis cases in Malawi.

Since there are only approximately 800 hospital beds available throughout the country, it is obvious that a hospital-based approach to tuberculosis control is impractical. Malawi, being a relatively poor country even on African standards, does not have the resources for hospital expansion. For this reason, the originators of this program believe that tuberculosis can be brought under control only by domiciliary treatment.

This is where our group comes in. Instead of taking our patients to the hospital for treatment, we allow them to remain at home under our care, unless they require daily streptomycin injections. We admit these patients to the hospital for 6 to 12 weeks and release them when it is felt that they can be maintained on drugs taken orally.

When they return to the village, we provide them with drugs, keep checks on symptoms, temperature, and weight, and make periodic X-rays and sputum examinations. As we treat cases, we keep a watch over contacts and treat prophylactically any persons who convert from a negative to a positive tuberculin reaction.

After a year's work, about 33,000 people have been recorded on the project's census sheets. From this population, 1,126 people are being treated by Volunteers—371 have been diagnosed as active tuberculosis cases, and the remaining 755 are under prophylactic care. Only a few people have resisted treatment, and our COR, who follows each case closely, reports that nearly all patients are progressing satisfactorily.

In addition to tuberculin testing and supervision of treatment, each Volunteer has kept a careful record of his village population. This record, which is updated every six months, will enable the project directors to estimate not only Malawi's tuberculosis rate, but the country's birth and death rate, including the rate of infant mortality which has been estimated at about 40 per cent. Migrations to and from villages are also recorded so that eventually all types of population changes can be predicted.

The next group of Volunteers will continue the tuberculosis work and census-taking in the selected villages. They will also try to introduce changes in the diet and hygiene of children, and they will carry out an immunization program. After several years of careful record keeping, a measurement can be made of the effects of the changes which have been introduced. This measurement will be important to the formulation of a general health program for Malawi. Thus, the present emphasis on tuberculosis control is a preliminary step to a health program of wider scope which, it is hoped, can be extended throughout the country.

The Education Task Force

Broad changes in Peace Corps training have been proposed by an Education Task Force in an effort to achieve "more relevant preparation for the freedom and responsibility Volunteers face overseas."

After a detailed study of training methods and content, the Task Force concluded that the Peace Corps could do a better job of preparing Volunteers.

Among the changes it suggests:

- Develop regular Peace Corps training centers in colleges and universities.
- Substitute seminars for lecture-filled "cram courses." Put more emphasis on individual research and reading, realistic field experience in the U.S. or abroad, and generally inspire processes of learning that will continue through service abroad, and beyond.
- Encourage and assist Peace Corps applicants and trainees to engage in community action or practice teaching—in an unfamiliar environment.
- Train in smaller groups.
- Put special training faculties together, making fuller use of returned Volunteers and staff and host country nationals.
- Involve colleges and universities in the continuing education of Volunteers overseas.

These and other proposals followed a Task Force finding that "too often Peace Corps training has been an extension of what is most wrong with conventional education, not the beginning of what turns out to be a new kind of education."

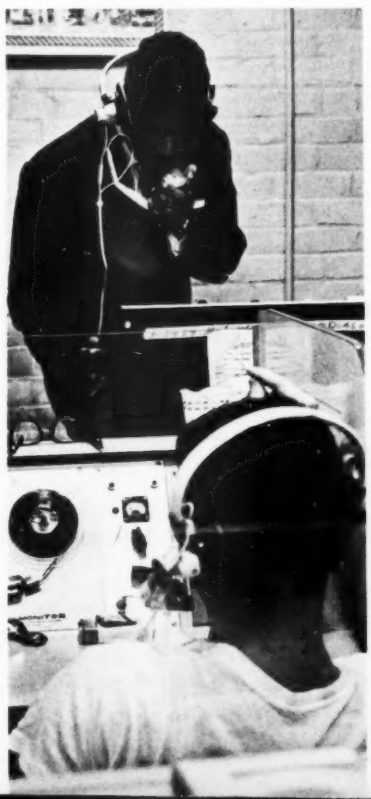
The Task Force quoted Freud's famous statement: We train them for the tropics and send them to the polar ice cap. "Unfortunately," the Task Force found, "Freud's description of child-rearing can be applied to much of past Peace Corps training. For some of the most unstructured jobs in the world, the Peace Corps and American universities have devised some of the most structured training programs."

The Task Force envisions training programs that will bridge the gap between the overseas reality and conventional academic education.

Many of the Task Force proposals amount to a refinement and a new focus on programs that are already a part of the Peace Corps. Field training (such as community action experience in slums and rural areas, or practice teaching) has been expanding for several years.

> **"The Peace Corps is full of gaps. For almost five years as it has grown to 12,000 Volunteers and accepted responsibilities in some 3,000 locations, it has been creating gaps; gaps in its own operations and understanding of itself, and gaps in the public's understanding. Its relative success may even come out of the tension in these gaps, especially the creative tension in the gap between what it knows it is and what it knows it ought to be."**
>
> —*The Task Force Report*

Language training: a new design to combine education and action.



The Task Force views training in the U.S. as primarily an occasion to start processes of learning on-the-job while overseas.

"The great teacher of the Peace Corps is the overseas work itself," the Task Force states. "Above all, it is the Volunteer's assignment that shapes him and the Peace Corps."

But at the same time the Task Force feels that closer cooperation between the Peace Corps and the colleges and universities that contract for most of its training can do much to enhance the learning-by-doing process.

An educator quoted by the Task Force suggests that "the Peace Corps and higher education should move from their present collision or flirtation into a marriage.

"For American colleges and universities to do this," the Task Force says, "they must 'discover' the Peace Corps of 1966 and accept responsibility for the Peace Corps of 1970."

"They must be willing to take the Peace Corps from the periphery of the college and university into the center, and take the college and university out from its campus into the world of overseas Volunteers.

"This will involve the closing of one of higher education's own gaps: the gap between thought and action, academic education and experiential education, education and work. It will need to see the fusion of theory and practice that comes in the challenging settings of Peace Corps assignments as one promising way to do this.

"The Peace Corps' new education program is being designed for Volunteers and educators willing to join in this new international education-in-action. It is designed first of all to make the Peace Corps itself a better institution of education and action. But it may offer larger possibilities."

"The Peace Corps trembles so close on the verge of greatness," says John Seeley, chairman of the department of sociology at Brandeis University, "that the very forces it has generated demand that it go all the way over; that it become, in effect, the model of a new education, appropriate to the opportunities and the problems of this age."

Training innovations sought

The heart of the Education Task Force report is a 14-paragraph summary of the committee's judgments on the training of Peace Corps Volunteers.

The section is reprinted as follows:

• Instead of Peace Corps training stopping at the water's edge when the Volunteers go overseas, it must be seen as just the first step in a continuing education— an education that began in earlier school years, intensified while in full-time training, and comes to a climax overseas and thereafter.

• Instead of as much information as possible being crammed into the Volunteers' heads during the initial three months, the training programs must concentrate on starting processes of learning that will continue throughout two years.

• Instead of one lecture piled on top of another, the emphasis must be on seminars with trainees, professors, returned Volunteers and foreign participants discussing and questioning around a table.

• Instead of schedules that preclude reading, research or individual field work, more time must be left to individual learning, with the training period lengthened, where necessary.

• Instead of little but on-campus education, training programs must include considerable periods of community action, practice teaching, or other work—in radically unfamiliar environments: in slums or rural areas or Job Corps camps in the mainland United States, in other cultures such as Puerto Rico, the Virgin Islands, the State of Hawaii, Mexico, Quebec or Israel—or in the host countries themselves—with some programs taking place entirely in these locations.

• Instead of lecturers who come from various departments to speak from standard notes and then depart, there must be a specially welded faculty who help plan the programs, who work together throughout it, who know the Volunteers, who question and are questioned, who teach.

• Instead of returned Peace Corps Volunteers or staff being regarded as interlopers, they must be full members of the training faculty with a part in the planning and with other defined responsibilities, and the latest field information brought by them must be given full attention.

• Instead of foreign students or other participants from the host country being restricted to a narrow technical role as "language informants," they, too, must be integrated as members of the faculty, and their background drawn out to the fullest extent; and they must be chosen with this in mind.

• Instead of a fragmented curriculum, there must be inter-cultural comparative studies of issues such as race here and caste abroad, poverty in Appalachia and in the Andes, the sources of American or Nigerian thought, considered and compared in the context of the problems a Volunteer will face.

• Instead of huge programs in which 200 or 300 trainees are herded around according to a standardized schedule, training must be in much smaller groups, seldom larger than a hundred, with individual needs and interests respected, and with trainees participating in some of the decision-making and evaluation of the program.

• Instead of the selection of Volunteers casting a pall over training, there must be emphasis on self-selection, with procedures for faculty participation, full candor with trainees about any concerns that arise, and a recognized appeal system for those who disagree with a selection decision.

• Instead of the planning and organization of this being left to the last minute, arrangements must be made earlier in the year whenever possible, so that university training project directors can start work in time to produce an excellent program.

• Instead of these training institutions being treated like a service station, to which the Peace Corps comes, fills up, and drives off, the training program must be only the beginning of the university's role: the faculty must be invited in various ways to participate in the continuing education of the Volunteers overseas, and the Volunteers encouraged to develop continuing relationships with particular faculty members or colleges and universities.

• Instead of all this beginning only with these formal training programs, for many Volunteers preparation for service must begin months or years before—through courses in a foreign language or foreign society or a pertinent job skill; through work with foreign students and returned Peace Corps Volunteers in the area; or through field experience in American community action or teaching.

And instead of any of this becoming rigid, further ideas for innovation must continue to be welcomed.

THE COMMITTEE

The Education Task Force was initiated by former Director Sargent Shriver last August with instructions "to work out plans which will move training from a three-month operation to a two-year or three-year process of Volunteer education, and to initiate a number of new education programs that will embody and demonstrate these ideas."

The Task Force served as a coordinating committee of those responsible for Peace Corps training and education.

It was directed by Harris L. Wofford, Associate Director for Planning, Evaluation and Research, in cooperation with F. Kingston Berlew, Associate Director for Peace Corps Volunteers, and Jules Pagano, Acting Director of the Division of University Relations and Training, along with the regional training directors.

Full-time assistants were Roger Landrum, Alexander Shakow and David Schimmel.

William Loeb, former Ambassador to Guinea, meets Volunteer mechanics (see cover) who trained in Canada for work in Guinea.

'Let the trumpet go'

Sister Jacqueline Grennan, President of Webster College in Webster Groves, Mo., has contributed much to the dialogue on the Peace Corps role with higher education. The following statements were compiled from various presentations she has made both formally and informally.

* * *

What students seek is relevant experience, and Peace Corps experience should be the most relevant of all. What they seek is education for freedom in the full sense. What they seek is what our whole society needs.

* * *

The crucial question: Do we believe in an open-ended, expanding universe of knowledge, or a closed system? Do we believe in an Open Society or not?

If we do, then the organizing idea for all of us, including the Peace Corps, should be the Educating Society. We need to see and construct our whole system as a republic of learning.

We need to see ourselves as students of the world, as curious, ever-questioning students. And we need to see our institutions of higher education as schools where people learn to learn.

* * *

Formal education will be the enemy of the Educating Society if it gives the impression that it is the only or the main kind of education. Learning is not essentially expository but essentially exploratory. And that exploration necessarily leads out into the world of action.

There is no conflict between experience and conceptualizing, nor is experience the enemy of scholarship. Experience is the climate and the fodder of conceptualization, which in turn gives a new leverage on experience. It is the role of the university to help students—and Peace Corps Volunteers—make the most of experience.

The Peace Corps, as a vital new part of an educating society, seems to be short on the conceptualization. The Volunteers themselves feel unable to grip the experience in adequate concepts, to enrich the experience.

On the other side, most educators have been totally theoretical and generally irrelevant. Educators sense this and talk about getting back to relevance and to the person through small colleges or small units of instruction. But that is at most a partial solution. Smallness can smother, too. The Matriarchal Society is a far cry from the Educating Society. We have seen

too much of the short-rope counselor. The Peace Corps at least must opt for the long-rope counselor.

* * *

The Peace Corps has the potentiality of demonstrating the essential working of an Educating Society, which is to give voice to its citizens. I am speaking not of one voice of democracy but the voices of democracy. The great need is to enable an individual to find his own voice, to speak with it, to stand by it. This voice is not what society wants you to say, not what the president of your college wants you to say, not what Sargent Shriver wants you to say, not what the Pope wants you to say, but what is in you to say.

The new education program of the Peace Corps promises to assist Volunteers in finding their voice, just as the Peace Corps promises to assist people overseas to find their voice. These are great promises. The new Peace Corps that would result would be revolutionary. The promises are so powerful that if the Peace Corps doesn't produce, it may blow up.

But this I believe is the main crisis of our time and is certainly the crisis of higher education. I am glad that the Peace Corps is willing to consider itself expendable, is willing to dare to learn to learn.

* * *

I just hope that it will not try to orchestrate everything like a symphony. We need a jazz band kind of function. Whoever directs this has got to let the trumpet go if the trumpet makes it.

* * *

The Peace Corps can plan new programs, promote this process of learning, and prod the Volunteers and the educational establishment. But as Joyce said in *Portrait of the Artist,* learning comes not in a line but in flashes, in epiphanies. And epiphanies come by luck and by grace, not through master plans or Shriverology.

For example, I want the reward systems to be descriptive of the exciting phenomena. All too many parts of the educational establishment are caught with a terrible smugness, thinking only that which is theoretical is worthy of academic credit. I will fight for credit being given to the experiential. But I do not want a mechanistic plan for giving students credit for their Peace Corps experience. A "Five Year Plan" with two years in Podunk and two years abroad and one year back at Podunk—this scares me.

I would rather see a particular Volunteer with his mentor conceive the overseas experience as a positive input to the whole organic educational process and then have the institution free to recognize what is appropriate. This is messy and registrars won't like it, but this is the kind of freedom we need. We don't want just *one* plan. We need multiplicity to save us from the new rigor mortis.

There will be no final or perfect Peace Corps education program, just as there is no such thing as a "developed" country anywhere. If we think in terms of a place or program which you reach and do not change, all we will have left is decay, like Faulkner's South.

* * *

Is the Peace Corps really an Open Society or ready to be one? Even in the pluralistic society that is America most of us have lived in a comparative closure. The expectancy behavior-demands of the fairly closed societies in which we live have been fairly predictable. Mine were the demands of a parochial Roman Catholic environment. For some in the Peace Corps they will have been the demands of a parochial Bible Belt fundamentalism, or of a Jewish ghettoism, or of a smug atheistic intellectualism. Whatever our closed systems, they provided a degree of comforting support.

Now, however, we live in a new ecumenical world of search. In this new world only persons who are responsible decision-makers can make a break-through, and to be this they must also be responsible skeptics. Our challenge, as educators and as Peace Corps administrators, is to accept the skepticism, to encourage it, to nourish it, even to share in it. Inasmuch as we as academics, as religious people, as concerned administrators, admit the need for responsible skepticism in every human area, we will begin to give our junior colleagues whom we call students—or may call Volunteers—the responsibility of freedom.

* * *

The only honest and productive thing we can do is to join with our students and with the Volunteers, to ally ourselves with the blessed and productive naiveté of youth, in producing new worlds of our own academic institutions, of the Peace Corps, and of our society at large.

Training abroad (Morocco): "Programs must start

A critical comment: "We train them for the tropi

"Returned Volunteers and staff must be full memb

must start learning processes that will continue."

or the tropics and send them to the polar ice cap."

e full members of the training faculty." (Puerto Rico)

Training: ideas wanted

By HARRIS L. WOFFORD

Good training should, most of all, start a process of learning to learn. And in this we may still be failing. All the proposed parts put together may not give the whole vision without which the Peace Corps as a venture in world citizenship perishes. The fire—the learning spirit that comes from this vision—may still be missing.

How do we start this fire, or feed it, not just in training, but throughout the whole period of service and the whole system of an educating Peace Corps? Where is the faculty of our far-flung "university in dispersion"?

David Riesman suggests the recruitment of "professor-coaches" for the Peace Corps staff—anthropologists, educators, philosophers or specialists who would visit, write and counsel Volunteers. They would serve full two-year or three-year terms, or come for one-year or one-semester sabbaticals, or even for shorter-term visits.

Once I did see a wandering anthropologist arouse a bored Volunteer in a hot dusty town in Eritrea. "How can you be bored here in a great desert marketplace?" he asked. The role of such a market was an understudied phenomenon in development, he said. A fire—a lasting one—was started in that Volunteer, who proceeded to learn Arabic, case the town, understand the community, and make a maximum contribution. (Upon his return he also received a rapid M.A. degree based on what he had learned.)

Many more such staff men, from universities or elsewhere, including former Volunteers, are no doubt needed to help the Volunteers learn to learn.

But in another sense the Volunteers are already themselves the faculty in the Peace Corps "university." They are learning by teaching, in the classroom or in the community. But are they learning enough? Are they being stretched and stretching themselves to become the best teachers they can be?

There must be many ways to encourage this—more than anyone has yet tried. We tried one, that worked for some, in Ethiopia. In 1962, several Addis Ababa Volunteers initiated a free-ranging seminar that did some stretching, started or fed some fires, and generally kept sights higher than they would have been.

That fluctuating group of about 20 Volunteers and a few staff met every other week to talk about books or new experiences or common issues. We read Gandhi, Michael Harrington, Faulkner, Riesman, Plato, Paul Goodman, Freud, Mao Tse-Tung, Sargent Shriver, Mark Twain, The New Testament and (over the summer vacation) Don Quixote.

In our non-academic setting, in the context of the quixotic lives we were living, the larger questions occasionally came alive; and sometimes the next day in a classroom or on an Ethiopian street they saw a little more.

Our only rule was the Socratic one, to follow the question where it leads, knowing the next step by careful attention to the step just taken. It was a symposium, Peace Corps-style, with beer and pretzels, usually lasting too late.

Revisiting Addis Ababa in 1965, I found the seminar still going, mostly with different faces. Meanwhile, two of the original founders were running an extension of the seminar with returned Volunteers and others in Los Angeles. Somehow, the common reading and questioning helped us follow the Peace Corps where it led.

Perhaps there is a clue here for the problem of education in the Peace Corps.

The Peace Corps is a kind of Socratic seminar writ large and in the context of action. Behind its three broad statutory purposes are all the big questions of development, education, politics, human relations, law and the world community. And its purpose, like Socrates' (and Sister Jacqueline's in the article on Page 11), is to assist people to find their voice.

If Volunteers are to help other people find their voice, they need to help themselves find their voices. For this, they need to learn to listen, even when they are regularly disappointed; they need to question each other and ques-

tion their experience; they need to find the biggest questions around, and follow them where they lead.

In this light, we have recommended the idea of a seminar as a central part of Peace Corps training and overseas education. We are preparing some seminar readings that will be available to interested Volunteers. But most of all we are listening for the voices of Volunteers.

The Education Task Force has been meeting with returned Volunteers, getting their ideas, and encouraging them to help design and run new training programs. We need to hear more from Volunteers overseas. This is an invitation for them to join the Task Force.

The author, Associate Peace Corps Director for Planning, Evaluation and Research, is chairman of the Education Task Force.

PCTs: lost and found

By JIM WALLS

Even at their best, the Manzano Mountains are hardly like skipping through the casual hills of central Florida. But December is particularly harsh to the mountains. It shows little concern for them or those who climb them.

—Austin (Tex.) American.

Two days before she set out with the others, Terese Pawelecki had stepped on a nail. Now, there she was, 20 miles into the mountains, resting her feet, and she couldn't get her boot back on. Herb Bridgewater, who was leading the hike, took one look at her swollen foot. "Come on, Terese," he said, "I'm going to take you out." This left the other eight hikers to fend for themselves until Bridgewater, a member of the training staff at the University of New Mexico, could get back to them.

The trainees . . . were unfamiliar with the wild, rocky terrain . . . mountain lions, bears, and wolves roam the countryside.

—New York Herald Tribune.

"I took Terese down eight miles—to a dirt road where I could get to her by car." This was Herb Bridgewater, later, when he reported what happened. "I told her to stay put until I could come back and get her. Then I ran the whole 10 miles or so to Kennedy Park, where the emergency car was stashed with its key under the right front tire. Well, the car was there all right, but no key. I figured I had to get back to Terese before night came on, so I ran back the same 10 miles over rough foothill country. In 4 days, I lost 15 pounds."

'First we camped out in the desert. It rained. We got wet. Then we went on into the mountains. It rained again. We got wet again. Then it snowed. But there really wasn't much to be concerned about,' (Mike Mitchell). 'It was fun really.'

—The New York Journal-American.

"After Herb left, we waited for him—at the same spot," said Judy Johnson. "We built a fire and cooked dinner, and when night came we started to sing songs. We sang all the songs we knew from Broadway shows. It was after midnight when we got too tired to sing any more, and we rolled up in our sleeping bags and went to sleep."

'Other Peace Corps trainees have been missing for a day or even three days,' she (Sue Selbin) added ruefully. 'I guess everybody got excited about us, because our leader wasn't with us.'

—St. Paul Pioneer Press.

"Terese's foot was better when I got back to her," Bridgewater continued his story. "I said to her, 'I have to find the group, and you'll have to come with me. I can't leave you out here all alone.' She was a good sport; she agreed with me. We got some sleep and started back up into the mountains—at 3:00 a.m. Just after dawn, I left her by a well with our complete stock of food, one candy bar. I told her to eat it while I searched the canyons on the west slope. Nothing. I went back for Terese, and together we climbed to the top, Osha Peak, a little over 10,000 feet, to see if we could spot the group from there. But the summit was up in the clouds, and we couldn't see 20 feet. So we just found a place to camp and went to sleep without our dinner."

The group, containing four men and four women, all in their 20s, are in their ninth week of training at the Peace Corps Center at the University of New Mexico and are scheduled to serve in Chile . . . The corpsmen were well equipped for the four-day venture, carrying maps, compasses and heavy clothing.

—Boston Record-American.

"When Herb didn't show up," Judy Johnson went on, "well, we thought we would just go on over the mountains ourselves. But to tell you the truth, our maps weren't too good. We got into the wrong canyon; it didn't have a trail. Bill (Pastreich) went ahead, up to the summit, but it got dark, and we had to talk him back down. We were never really lost, because from the steep western slope of the Manzanos, you can look down and see the road out there on the plains of the Rio Grande. But we couldn't find a way over. And by the third night, we had run out of Broadway show tunes."

While more than 60 searchers, aided by a helicopter, probed the eastern slope of the mountains, the eight trainees were voting 'to hell with going over those mountains.' This was after they had wandered the rugged area for four days in efforts to complete their assigned trek of 35 miles . . .

—The Albuquerque (N.M.) Tribune.

"By the third morning," Herb Bridgewater continued, "I knew that I had passed the group in the night and was ahead of them. I decided to go on over, to the east side, and pick up the other emergency car at the town of Manzano. Terese and I started out without any breakfast. I got the car—this one had a key—and

"Instead of stopping at the water's edge when Volunteers go overseas, training must be seen as the first step in a continuing education . . . that began in earlier school years and intensified in full-time training and comes to a climax overseas."

started searching the east slope, figuring the group had made it over. It was the wrong side of the mountain, as I found out later, and I spent most of the day there."

Miss Whitmore . . . said the experience had been 'invigorating.' 'We all had normal temperatures and not even a runny nose,' she said after checkups at the university medical center.

—The Washington (D.C.) Star.

"We thought we were retracing our steps exactly when bang! we came to this cliff," said Bruce McCracken. This was the only moment of real alarm felt by the "lost" hikers—when they couldn't see any way down. But they found a way, and by late Monday afternoon, they were all out on the sagebrush plain and straggling toward State Route 6. "We came to a locked farmhouse," McCracken said. "I didn't realize how hungry I was until I saw all those turkeys in back. We were standing around talking about grabbing one of the birds and cooking it when a Forest Service fellow came by in a truck. 'Are you the lost hikers?' he asked us. 'I don't know,' one of us said, 'I guess we are.' We climbed into his truck, and he took us to Albuquerque.

Changes were ordered . . . in the Peace Corps training program at the University of New Mexico as the result of a five-day ordeal in which eight trainees were lost in the central New Mexico mountains.

—The Dallas Morning News

"After all," said Jane Whitmore, safely back on the campus, "the purpose of the hike was to see how we would react under stress. Well, we coped with it."

PEACE CORPS 8 FOUND ALIVE
—Front page headline in The New York Daily News.

Jim Walls is a Peace Corps public information writer.

Training: an integrated process

By JULES PAGANO

Acting Director, Division of University Relations and Training

We in the Division of University Relations and Training are in the business of training Peace Corps Volunteers. This means that every three months during the calendar year, at dozens of carefully selected universities, at two special training sites in Puerto Rico, and at a recently established training center in the Virgin Islands, hundreds of men and women go through the process of becoming Volunteers. It is not a secret or mysterious process, but one which is tailor-made for each program and which changes as we grow more knowledgeable about training methodology and program goals.

Among the questions raised by people who are interested in the makings of Peace Corps training programs is one key:

What criteria does the Division of University Relations and Training apply in selecting institutions to handle Peace Corps training programs?

We have developed many criteria during the five years of training experience. We look at universities to determine in how many ways they match what we see as necessities for mounting programs. They are:

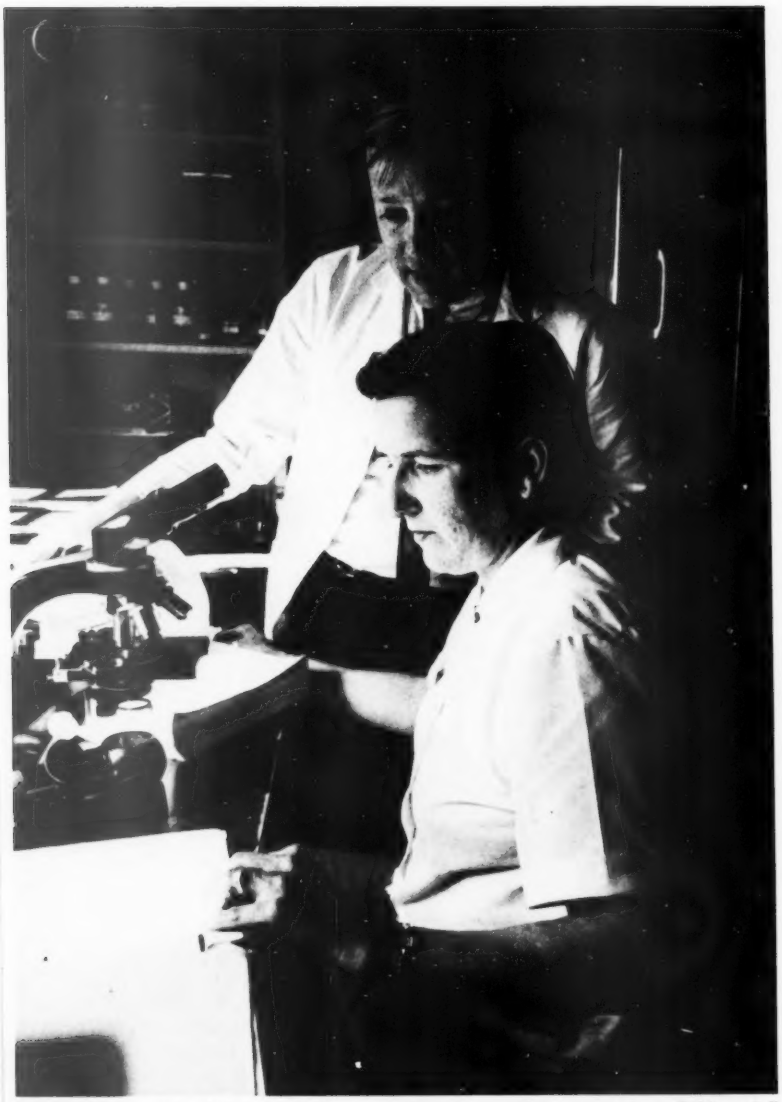
- To what extent has the university developed its resources in the international field generally—faculty, curriculum, research and student exchange and interdisciplinary programs?
- What is the caliber of the faculty in relevant fields?
- Has the faculty shown any inclination toward the kind of international voluntarism so essential to the Peace Corps concept? Are there area study programs, special language programs or faculty exchange programs to enrich Peace Corps training?
- What are the research and experience resources of the university in fields relevant to development, and particularly in fields relating to Peace Corps programs and goals such as intensive language training, scholarship and credit, etc., for Peace Corps service?
- Has the university set itself up administratively to do cross-cultural experimental training in the U.S. and in the field? Do these arrangements have adequate roots at the faculty and departmental level, on the one hand, and adequate top-level backing on the other?
- How does the university plan to integrate the training program with its regular campus operation? What arrangements will it make to insure feedback from the training experience into its general curriculum and general activities on the campus?
- Does the university have a general commitment to education for public service in the broadest sense?

Once we find institutions with appropriate resources in men and materials, we design training programs for specific projects. To fit all the pieces together, the training officer becomes either witch doctor or magician.

The Checklist

The checklist for training officers reads like a minute-by-minute action sheet. The training officer must study the program description so that he can identify the Volunteers' jobs overseas, determine the number of hours

"Training should include periods of community action, teaching or other work."



"More time must be left to individual learning . . . reading, research or field work."

for language study; decide upon the proper training components; hunt for good resource staff people in cross-cultural studies; pick returning Volunteers as training staff personnel; read evaluation reports; review previous programs and confer with P.D.O. desk officers.

Couple this with visiting the institution to discuss project requirements and the Peace Corps approach; meeting with proposed faculty; preparing information for the university to write its proposal and then turn away from the program aspects to the staffing aspects and you have a busy man on a 12-hour daily schedule.

Then begins the long, slow dance called "contract negotiations." Once the training officer receives a proposal, he must tell the Contracts Division to schedule a negotiation time. Contracts is briefed on the program, proposal and content. Then all interested parties review the program design. With the contract completed, the work goes on to alert other Peace Corps divisions on the training program and institution. For example, Medical, Selection and D.V.S. must know how many Volunteers, who they are, where they're going, and what papers they need. P.D.O. must collect training materials. Public Information coordinates announcements and publicity. D.V.S. schedules orientation programs and trainee travel. The project director meets with key Peace Corps staff members in Washington. These arrangements are handled by the training officer for one or more programs simultaneously—like a juggler at the county fair—only he must never drop or lose the ball.

Program Design

In earlier training programs, the design was rigid and compartmentalized. We used the component approach—so many hours for American Studies, so many hours for World Affairs, so many for language, etc. We have learned that training is an integrated process, and each part is dependent upon the other. Volunteers overseas do not function in a compartmentalized atmosphere, therefore they must be trained in an environment which duplicates, if possible, the situations they will meet.

One of our major innovations is the use of the core-curriculum for inter-related units of work and study. Every attempt is made, using returned Volunteers as discussion leaders, to personally involve trainees in seminar discussion rather than presenting them with an impersonal set of facts.

Cross-Cultural Studies

During the past five years we have come to recognize that emphasis must be placed on training that puts Americans into "slow motion." We have to de-activate the action-oriented American, turn him into a slower mover who can readily accept the habits of others. Tolerance is an applicable concept in any part of the world.

We know now that it is not enough to put a trainee into an academic oven and wait for a fully trained Volunteer to pop out, ready with liquid and mellifluous phrases to face a job overseas.

"Once an American always an American," is a phrase often tossed at kind, well-meaning people who, in spite of themselves, react in barely disguised horror at the evidences of privation and hardship they witness overseas. Many Americans are astonished to discover that not everybody shares the high priority they put on the comforts of Western living. With attitudinal or cross-cultural training,

Americans could learn that other priorities have validity.

Cross-cultural studies provide a comparison, a contrast between attitudes, mannerisms, traditions and language which show the Volunteer how he can submerge part of himself, but not lose his total identity in his new environment while assimilating its way of life. He learns how to acclimate himself to a new experience, do his job, and plant the seeds for social change within the fabric or framework already in existence.

Such preparation permits a Volunteer to distill from his experience a rationale for life which is fully acceptable to himself and to his own society.

Language

Peace Corps training programs devote more than half of the instructional time to intensive language study. During the 12-week to 13-week program, 300 hours or more are often spent on language. Some classes meet from four to six hours a day with additional time spent in the language laboratory. Language tables during meal times and conversational groupings with language informants, returned Volunteers and foreign students also encourage language facility.

In short, Peace Corps trainees are surrounded by language. Training programs now often utilize what is called the "immersion environment" in which the language and culture of the host country are brought into the daily living and learning hours of the trainee.

Over the past five years we have accomplished these goals in language instruction: (1) across-the-board intensive language programs, (2) increased hours of instruction in "exotic" languages and an increase in the number of Volunteers fluent in these languages, (3) development of the teaching of two languages in training programs, and (4) adoption of a proficiency language testing program.

Peace Corps' promotion of language study has had a solid impact on an allied field—teaching English as a foreign language. U.R.T. worked with TEFL coordinators at training sites to improve and upgrade this segment of our technical skill instruction. TEFL coordinators plan such instruction based on the fact that host country English study requires a "practical blend of modern linguistic data" with traditional materials.

Learning to teach English as a foreign language supports the learning of an alien language by the Volunteer. They are complimentary and inclusive. The total approach, again, is the key concept. Once the Volunteer understands the relationship, mastery of TEFL techniques and a new language comes more easily.

In-house Training

In-house training has opened the door to experimentation in what the Peace Corps can do, by itself, to train Volunteers. Camp Crozier and Camp Radley, in Puerto Rico, are ideal locations for these laboratory programs in community action.

The staff at both camps, with the exception of the psychologists, some language instructors, the director and some maintenance staff, are all returned Volunteers. By next summer, the center will have its own language facility. Returned Volunteers are being recruited to teach Spanish. Supervised by a professional linguist (also a returned Volunteer), they will serve as language teachers, area informants, technical skills instructors and cross-cultural studies discussion leaders. Most of the work can then be done in the host country language.

"We hope that Volunteer training embodies a taste of the future."

Last year, the Peace Corps opened another in-house center for English-speaking West Africa, in St. Croix, Virgin Islands. West African languages, practice teaching, integrated curricula and a special health orientation for West Africa and the Caribbean are part of the design. Here programs are directed by a staff of nearly all returned Volunteers.

Teaching and community action are practiced hand-in-hand in the islands. The staff believes that effective teaching is very much contingent upon the effective use to which the teacher's knowledge of the community is put in the classroom. And it is only when the Peace Corps teacher understands that the classroom is not an isolated, hot-house location, but is, in fact, inter-related with the community, that he comes to an understanding of the importance of community participation and community involvement.

There is no division between being a good teacher and being involved in the community—this is the training philosophy we support in all programs.

Field Experience

Field experience began in the Peace Corps when it was realized that a Volunteer must be exposed to an environment which parallels as closely as possible what he will find overseas. Practice teaching, working on Indian reservations, teaching in literacy classes, planning and working in community action programs are all variations of this experiential learning. This learning takes place sometimes on the campus, but more often in Puerto Rico, New Mexico, Canada, Mexico, Hawaii, or in the host country. More and more programs now in the planning stages include overseas field training. With training programs expanded to 13 weeks, field experience can be lengthened to give trainees a greater feeling for the difficulties of communicating effectively in a different cultural and working environment as well as practice on their particular skill.

The Final Word

There is no end to experimentation and innovation in Peace Corps training. The suggestions and ideas we describe here are just a few that are now in practice. There will be others added and subtracted in the months to come as we continue to grow in educational experience. We hope that the training we give a Peace Corps Volunteer today does, in truth, embody a taste of the future, that it is heady and exhilarating—and that it will make his overseas service rewarding to him and to his host—the nation he will serve as a Peace Corps Volunteer.

Courtesy Good Housekeeping Magazine

Courtesy Good Housekeeping Magazine

VISTA volunteers Elena and Larry Jones visit with children at the community center which they opened in Tonyville's only two-story house, formerly abandoned. There the Jones' hold study classes, lead recreational activities and boys' club meetings.

Poverty is different in Tonyville

How does it feel to return from the Peace Corps and volunteer again—for service in your own land? Larry Jones and Dennis O'Brien have done just that, through VISTA (Volunteers In Service To America), often called the "domestic Peace Corps." They are among 14 former Volunteers now enrolled in VISTA. Jones is stationed in a rural California community and O'Brien works in a poor neighborhood in Baltimore. They discuss the relationships between their international and national service in the following articles.

By **LARRY E. JONES**

Lindsay, Calif.

When I returned to this country after two years in the Peace Corps in the Dominican Republic, it was difficult for me to feel that poverty was a significant problem here. Judged by the standards of a less developed country, the American poor seemed relatively prosperous. Most had jobs, enough food to keep from starving, clothing and a house.

It was only after spending several months in the United States that I could judge America by American standards. From this point of view, I could see poverty in this country, and I realized that in a land as rich as the United States, so much poverty was unnecessary and inexcusable.

My wife and I joined VISTA last March. We have been working for almost a year in the unincorporated town of Tonyville, a community of Mexican-American farm laborers in the Central Valley of California. The problems of the Mexican-American farm laborer are not as great in extent as those of the Dominican *campesino*, but in relation to the society in which he lives, the conditions of his existence are worse, comparatively, than those of the *campesino*. The Dominican *campesino* is nearer to the mainstream of life in his country than is the farm laborer in the United States.

In the Peace Corps, I worked with three other Volunteers on an agricultural cooperative in a small town in the Dominican Republic. We were concerned with very basic things in that project: making more meat available at a lower price; training townspeople to operate the co-op themselves; teaching people how to raise chickens, hogs and cattle; demonstrating that by using vaccination and planned feeding, animals could be raised faster and less expensively.

In short, we were teaching basic agricultural skills and methods which have been used by American farmers for many years. Our operation and methods were considered revolutionary by the Dominican *campesino* and viewed with more than a little skepticism; a similar project in the United States would have been considered primitive.

By American poverty standards, more than 90 per cent of the people in the Dominican Republic are poor. At least half of these people are struggling for the basic necessities of

food, clothing and shelter. The unemployment rate is more than 50 per cent, and there seems to be little prospect that the society can meet the basic needs of a significant majority of its people. In the 20 months I spent in the Dominican Republic, there were five different governments.

The work I have been doing as a VISTA volunteer is on a much less primitive level than the work I did in the Peace Corps. The problems and frustrations confronting the farm worker in California are on a higher level than those of the Dominican *campesino*, but they are real problems and real frustrations. We cannot dismiss them, just as we cannot dismiss the more basic problems of the developing countries of the world.

Our primary job here is to do all we can to bring the people we are working with into the mainstream of American life. Most of our work in Tonyville has been with the children. We started a study center, a recreation center, and helped to register more children for kindergarten; we have a boys' club and are helping to set up a child-care pre-school program. For the adults, we conducted a community needs survey and have taken the first steps toward the establishment of a community action group in Tonyville.

'Soft' Peace Corps

At first glance, VISTA appears to be a "soft" Peace Corps. The term of service is shorter; it is easier to get into and the problems it faces are not as great. The VISTA volunteer is not confronted with "culture shock", and he does not have the pioneering spirit or the *esprit de corps* of his Peace Corps counterpart. The VISTA volunteer can enjoy many of the comforts of American life which are not available to the Peace Corpsman overseas.

Yet, even though all this is generally true, it is quite possible that in the future VISTA will prove to be more successful than the Peace Corps.

Five thousand VISTA volunteers can play a significant role in reducing poverty in the U.S., where poverty is the exception rather than the rule. In the developing countries of the world, poverty is so widespread that it would take more than 300,000 Peace Corps Volunteers in the field to have the same impact on poverty overseas that 5,000 VISTA volunteers can have in the U.S.

VISTA is just beginning its second year, and it is encountering many of the problems the Peace Corps had at the same stage four years ago. As the months pass, it becomes less and less necessary to identify VISTA as the "domestic Peace Corps." If VISTA is to succeed, it must find its way on its own. In the past, it has relied heavily on the experience and good will of the Peace Corps; in the future, it will have to depend on its own record.

Larry E. Jones (Rock Island, Ill.) met his wife, the former Elena Schmid of San Francisco, on the first day of training for their VISTA project. They were married six weeks later, and are now living in an abandoned stone house in Lindsay. A story of their work appeared in the January, 1966 issue of Good Housekeeping *magazine.*

Peace Corps problems face VISTA

By **DENNIS O'BRIEN**

Baltimore

In June, 1965, I returned to the United States after having terminated two years of Peace Corps service in the Philippines. I was assigned to an elementary education project in the public schools, teaching English as a second language.

Upon my return home, I decided to enter VISTA for two reasons: first, to decide on a future in social work; and second, to begin service in my own country by applying many of the experiences I had had in a foreign culture. I am assigned to the Community Action Agency in Baltimore. Our primary concern is to organize the community to help citizens help themselves.

Since I have been in VISTA, I have found my Peace Corps service advantageous. In both the Peace Corps and in VISTA, the volunteer is required to live in the area of his service on a low income level. This contributes to understanding and sensitivity toward the problems encountered.

Many of the job frustrations are very similar. As in the Peace Corps, there are always ambiguities and often the volunteer must rely on his own initiative and ingenuity to meet these ambiguities. The work is hard and slow and the rewards are there, but not immediate. This indicates a necessary adjustment of reward levels between that which is anticipated and that which is immediately attainable. This is further complicated by the complexity of the problems and the very limited contribution which one is able to make. For this reason, the frustrations in VISTA are very real. You cannot rationalize the difficulties as being the result of a foreign culture; you are working in your own country and among your own people, yet the difficulties are the same.

There are also many similarities in the operation between the volunteer and the people he serves. To the poor, you are an outsider representing many of the things to which they aspire, an aspiration which has often frustrated them. Since you represent a value system foreign to the people, they are inhibited and non-trusting. This requires the same sensitivity in communication as was true in the Peace Corps.

I live and work in one of the eight neighborhood centers in Baltimore's inner city.

These centers are staffed by assistants who live in the area, and the counselors are either trained or have extensive experience in social work. Although our program is oriented to community organization for self help and social action, we are also involved in case work and community development.

Our work depends on cooperation with established agencies, such as the Department of Public Welfare, and social action groups, such as the Congress for Racial Equality.

Because of my Peace Corps teaching experience, I have become interested in adult literacy here.

In adult literacy I have found many of the techniques of Second Language instruction useful for teaching methods. In addition to adult literacy, I hope to start a voter education program.

Since all agencies need manpower, the response of a sponsor is always positive when he is asked if VISTA is needed. At the same time, the sponsor is not clear on how and in what capacity he should use the volunteer.

Therefore, the volunteer must often structure and define his own job role, which gives the same opportunity for creativity as in the Peace Corps. The VISTA volunteer is also faced with a conflict as to whom he owes allegiance: the local agency or VISTA. Since he lacks guidance and supervision on both levels, he often finds himself acting as a free agent. In the end, his first responsibility is to the sponsor and secondly to VISTA, which is very similar to Peace Corps operation. The conflict lies in the lack of educative preparation of the sponsor by VISTA.

Diverse Jobs

VISTA lacks much of the organization and coordination which is true of the Peace Corps in the field. This is in part due to the diversification of volunteer jobs in VISTA.

Perhaps one very obvious difference between Peace Corps and VISTA is selection and recruitment. Peace Corps draws a high percentage of college graduates and with that, a certain level of maturity. VISTA draws college graduates as well as high school graduates, second-year and first-year college students, and older people. The selection process during training is less rigid with fewer psychological interviews and evaluations. There is also a lower rate of self-selection.

Many of the conflicts which VISTA now faces, I would like to think, are growing pains. It is a new organization and has not realized its full scope and potential. The volunteer needs more field support and coordination, as well as greater guidance and direction from his sponsor and from Washington. Regardless of its present conflicts and inadequacies, VISTA still offers the same challenges, idealistic identification, hopes and rewards minus the glamour for its volunteers —for VISTA and Peace Corps operate and will succeed only because of the volunteers themselves.

Dennis O'Brien (Smithfield, Va.) was born in and lived for 11 years in Baltimore, where he now works as a VISTA volunteer.

Memorandum

TO : The field DATE: February, 1966

FROM : The editors

SUBJECT: Wash days and weight

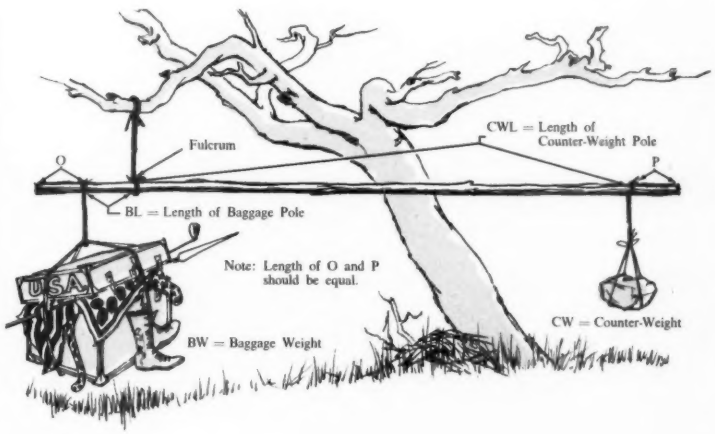
Operation Clean Marine: the mailbag brought a note from Marine Captain Robert C. Bright in Vietnam. He thinks a Peace Corps idea can provide the troops with cleaner clothes. Capt. Bright inquired after Volunteer Jim Grant's crude but workable washing machine fashioned out of an oil drum for an Indian village (THE VOLUNTEER, November, 1964). "I would greatly appreciate plans and instructions for making the machine," he said. "This would help relieve some Marines from 'Wash Day Blues' and improve our 'primitive' conditions."

□ □ □

We are encouraged by the many applications and the quality of letters, stories and photographs that have been submitted by Volunteers and trainees who want to help us do a better job of telling the Peace Corps story. We have nominations for Volunteer correspondents from 31 of the 46 Peace Corps countries. Our goal is 46 of 46. We will be contacting applicants during coming weeks. Meantime, the field is still open, and we would like to hear from all interested parties.

□ □ □

Ron Bell has passed along his "weigh out in the bush" method for Volunteers faced with the 300 lb. shipping weight limit and no scales. Former Volunteer Bell says his tree-limb method is guaranteed to put you within one per cent of the correct weight of your homebound luggage. His advice: convert a 10-foot to 12-foot pole into a lever, with baggage attached to one end and a known counter-weight attached at an equal distance from the other end. Move the pole back and forth along a fulcrum to balance. Then apply the formula below:



Example 1:

Your pole is balanced with a known counter-weight of 25 lbs. BL is measured as 1 ft., and CWL is measured as 10 ft.

BW × BWL = CW × CWL
BW × 1 = 25 × 10
BW = 250 lbs.

Example 2:

Your pole is balanced with a known counter-weight of 10 kilos. BL is measured as 1 ft., and CWL is measured as 11 ft. 3 in.

BW × BWL = CW × CWL
BW × 12 = 10 × 135 in.
12 BW = 1,350
BW = 112.5 kilos
BW = 247½ lbs.

UNITED STATES GOVERNMENT

Memorandum

To: Bob Lane, Management, Room 307
From: Frank Mankiewicz, L.A., Room 413
Subject: Lights in the Men's Room (Jeanne D'Arc)

I do not know to whom in your vast enterprise this should be directed, but a disgraceful situation presently exists in the fourth floor men's room, where the weakness of the bulb and the greyness of its reflector virtually prevent serious reading. During these long winter months, those of us with important official documents to catch up on will be seriously handicapped if this situation is not remedied. How about 100 watts, for openers?

UNITED STATES GOVERNMENT

Memorandum

To: Bob Lane, Room 307
From: Frank Mankiewicz, L.A., Room 413
Subject: A Foolish Consistency is the Hobgoblin of Little Minds

A man can be judged, they say, by the attention he pays to and the way he follows through on the little things in life. I note for the record that the wattage in the light in the fourth floor men's room is still below the minimum required to read *The New York Times* in stalls 1, 2, and 3 at 2:30 p.m., a time of maximum light from the window.

You might look in your dictionary under "gift of tongues." It is subsumed within the definition of glossalgia.

UNITED STATES GOVERNMENT

Memorandum

To: Frank Mankiewicz, L.A., Room 413
From: Bob Lane, Room 307
Subject: Lights in the Men's Room

Only this very day have your memorandums come to my attention. I cannot account for the fact that I did not see your first memorandum, though it's my speculation that the mailman was so entranced with its bubbling good humor that he probably took it home to show to his wife and family and forgot to return it. As a matter of fact, I was so taken with your second memo that I gave it to a newspaper reporter this afternoon, and it is not impossible that we may see it in print in the coming days or weeks.

Now for the substance of your problem, i.e., the footcandle illumination in stall 3 of the fourth floor men's room at 2:30 p.m. on a hazy day. The solution to your problem involves the Office of Management, the General Services Administration, the Public Health Service, and a millionaire. The Office of Management, of course, is responsible for these mundane, prosaic details of our agency; the General Services Administration is responsible for the leases by which the Government occupies rented quarters such as 806 Connecticut Avenue; the Public Health Service establishes the proper level of illumination that workers require; the millionaire owns this building and is the ultimate authority as to what size light bulb may be inserted in these lamps.

I learned to both my chagrin and consternation that the G.S.A. lease for this building includes only offices and not hallways or rest rooms: the fourth floor rest room is in the public domain. Further, the lease between G.S.A. and the owner provides that the latter has sole responsibility and authority over these areas. Joe Czajkowski (Management Services) has asked the G.S.A. to install brighter bulbs in the rest rooms (along with fans), but was told this was a matter of negotiation with the building owner; without his approval, nothing can be done. Joe has conducted negotiations with both the owner and the building manager, and your request for a brighter lamp is under advisement. When we may expect the culmination of their rumination is an imponderable.

Now, we in Management constantly seek to preserve, indeed enhance, our reputation for being a positive force. To this end may I suggest several interim alternatives. One would be to switch papers—*The New York Times* has a Times Roman type print and it's quite possible that you would find it much easier to read, say, *The New York Daily News*. The second alternative would be to surreptitiously switch bulbs* and hope that the owner doesn't happen to aim his light meter at the lamp in the fourth floor men's room on a hazy afternoon at 2:30. Thirdly, you might take a flashlight with you. Fourthly, I have it on the best authority that the level of illumination in the fifth floor men's room, for some reason, is superior to that of the fourth. If time and nature's urging permitted, you might run up one flight of stairs to avail yourself of these facilities. This has the added advantage of exposing yourself (if you'll pardon the expression) to Mr. Shriver, albeit under inelegant circumstances.

***Attachment: One 100 watt bulb.**

LETTERS

Likes Activists

To THE VOLUNTEER:

As a participant of both camps (the civil rights movement and the Peace Corps) I feel obliged to comment on the issue stated in the December VOLUNTEER.

The thesis is, naturally, that it is not only feasible but advantageous to combine the efforts of the student activist and the Peace Corps activist. The activist is, in adding to the many definitions, one who is willing to mobilize his carefully prepared thoughts.

Analogies do not stop there; the student activist does not normally side with partisan politics, he is concerned with the issue, e.g., basic rights of minority members, internal affairs of foreign nations, etc. Also the Peace Corps does not require intellectual conformity with its policies. It does seek some discretion in executing programs.

The student activist is operating in a different setting than the Volunteer. The academic freedom of the student lounge obviously allows more liberty of discussion than the street corner of the host country. I think the motivation of both activists are similar, that is, self-determination of the parties in question.

The Peace Corps can not only use the student activist but stands to better itself from their utilization. Do not forget, however, the definition and absolute requirement of an activist—one who is willing to carry his intellectual conclusions out of the student lounge to the field of action. The field may be in south Chicago or South America.

Roger J. Lauen
Sogamoso, Colombia

Adams to Thailand

Timothy J. Adams, a veteran Peace Corps staff member, has been named Peace Corps director in Thailand.

Adams, 37, joined the Peace Corps staff in June, 1961, as a public information officer and later was Acting Director of Public Information. For the past three years he has been Deputy Director of Evaluation.

ON THEIR WOOLLY WAY: Twin rams 'Peppy' and 'Crash', 175 pounds apiece, leave for Ecuador where they will be kept as stud as part of a Peace Corps project to upgrade sheep herds. They are a gift to the Peace Corps from 14-year-old 4-H'er Darlene Hilty, who raised them on her family's Woodstock, Illinois farm.

Doctor Program Grows

The Peace Corps plans to expand the Volunteer doctor program by sending 50 more doctors abroad this year. There are already 16 doctors at work in seven countries.

Dr. Charles S. Houston, head of the program, says the forthcoming group's training will "be specially tailored to match the needs of diverse people so long sick that they have forgotten what health is, in areas where there may be only one doctor for 25,000 to 50,000 patients."

The Volunteer doctors will:

- Expand or develop schools to train health assistants and extend the capabilities of scarce first class doctors.
- Plan traveling clinics for curative and preventive medicine, and bring graduate education to isolated rural practitioners.
- Attack communicable disease, infant malnutrition, and guide family planning. In these areas, they will often work with other Volunteers who have been trained in health.
- Stimulate progressive methods in medical schools, hospitals, or institutions where senior doctors can use their special training and experience.

Teacher Placement

President Johnson has proposed an American Education Placement Service to recruit teachers for abroad. In his message to Congress, the President specifically mentioned that the bureau could be a clearing house for Peace Corps Volunteers who desire further foreign service.

The bureau would be established in the Department of Health, Education and Welfare. Mr. Johnson said "it will act as an international recruitment bureau for American teachers, and will provide supplemental assistance for those going to areas of special hardship."

Every Volunteer who completes service receives a certificate of appreciation from the President of the United States and the Director of the Peace Corps. But Daniel M. Sprague will have to wait on his.

His dog ate the first one.

His father explained the former (Colombia) Volunteer's dilemma: "The lovely certificate arrived but a Labrador puppy chewed it up before we could save it."

Peace Corps promised to replace the devoured document.

City Schools Attract PCVs

A number of U.S. city school systems and universities are for the first time allowing returned non-certified Volunteer teachers to step directly into classroom jobs.

State programs for certification and the school systems which permit immediate teaching (listed in the chart below) have three general requirements: a bachelor's degree; qualifications in the major field to be taught (i.e., since history is the key social science subject in the high school curriculum, college majors in psychology and sociology may not qualify); and two years Peace Corps teaching experience in a regular classroom setting (college and university internships may not require prior teaching experience).

Colleges and universities offer three types of programs: a master of arts in teaching, which covers the minimum of required education courses—the balance of credits lay in the candidate's major field; a master's in education, almost entirely devoted to courses offered within a specialized college of education; and an internship, which usually involves supervised teaching and often combines academic study with on-the-job experience.

Now is the time to write, if you're interested, says the Career Information Service. Complete information and a list of persons to contact are included in the February CIS bulletin.

To speed arrangements, you should include in your first letter: personal statistics (age, health, marital status), education background (colleges and universities attended, fields of study, any pertinent psychology or education courses), work experience (pre-Peace Corps positions, major and minor Peace Corps assignments—fully described), references (from either the U.S. or the Peace Corps who are familiar with your background and abilities), date of earliest availability, and the fact that you are presently a Volunteer.

All colleges and universities, state certification offices and most school systems require a complete transcript of college training. Some colleges will release these only on written request of the former student. There is normally a $1 charge for a transcript, and, to save time, transcripts can be sent directly from the college to the institution involved.

CIS has published special reports on teaching as a career, information for prospective graduate students, and a list of schools which offer master's degrees in teaching or paid teaching internships. Copies are available through Career Information Service, D.V.S., Peace Corps, Washington, D. C. 20525.

At this point, however, CIS adds that the returning Volunteer who is interested in a teaching career must first prepare himself to "strive for the patience of Benjamin Franklin, the insight of Confucius, and the tolerance of Gandhi."

SCHOOL SYSTEMS	COLLEGE AND UNIVERSITY PROGRAMS	STATE ACTIONS
	East	
Durham, N.H.	Antioch-Putney	Massachusetts
Springfield, Mass.	Harvard Univ.	New York
Syracuse	State Univ. of N.Y. at Oswego	Pennsylvania
*New York City	Colgate Univ.	Maryland
Philadelphia	Yeshiva Univ.	
Washington, D.C.	City Univ. of N.Y.	
*Cardozo Program (Washington, D.C.)	Brooklyn College	
	Fairleigh Dickenson Univ.	
	Univ. of Pittsburgh	
	Temple Univ.	
	Univ. of Pennsylvania	
	South and Southeast	
Atlanta	Emory Univ.	Kentucky
Melbourne, Fla.	Arizona State Univ.	Texas
Dade County (Miami)		
*San Antonio, Tex.		
	Midwest	
Cleveland	John Carroll Univ.	Missouri
Detroit	Oberlin College	
St. Louis	Univ. of Chicago	
	George Williams College	
	Univ. of Wisconsin	
	Far West	
*Denver	Claremont College	California
*Portland, Ore.	*San Fernando Valley State College	Washington
Seattle	Stanford Univ.	
	Univ. of California at Berkeley	
	Reed College	

* Programs not finalized as of Feb. 1, 1966.

Staff Changes

Three veteran staff members, Gretchen M. Handwerger, Alexander Shakow and Athos Revelle, have received new Peace Corps appointments.

Mrs. Handwerger has been named Deputy Director of Program Development and Operations in the Latin America Region. She has been Acting Deputy since last July.

She has headed operations and programs for Bolivia, Brazil, Uruguay and Venezuela since 1962. Prior to that, she was an officer in the Division of Selection.

Shakow, former Peace Corps Director in Indonesia, has been appointed Assistant Director for Asia, North Africa programs in the Division of University Relations and Training. He succeeds Revelle, who has assumed supervision of training at the Hilo, Hawaii center.

Shakow has recently been a member of the Education Task Force (see Page 9). Revelle was a staff member in the Philippines and Thailand before assuming his Washington assignment.

CHANGE OF ADDRESS

Name

Street or P.O. Box

City, State, ZIP Code

Effective date

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WASHINGTON, D.C. 20525

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